



ARIZONA DEPARTMENT OF EDUCATION
Tom Horne, Superintendent of Public Instruction

LOCAL DIRECTORS MEETING

January 25, 2007

Introduction and Welcome

Barbara Border

Perkins Transition Plan

**CTE Management
Team**

Basic Grant Highlights

Karlene Darby

JTED NOIs

Barbara Border

BREAK

Consolidated Annual Report (CAR)

Roger Ellis

CTE Facts

Steve Peterson

Senate Bill 1068

Dennis Fiscus

Announcements

CTE Staff

ACTE Report

Pam Ferguson

ACOVA Report

Brenda Marietti

ADJOURN

Perkins Transition Plan Work Group

Secondary Eligible Recipients (ACOVA)

Kathy Prather

Jim Brown

Chester Crandall

Brenda Marietti

Mark Hamilton

Polly Abraham

Kriss Hagerl

Postsecondary Eligible Recipients

Kathy Kunath

Karen Poole

Marcus Johnson

Judith Doerr

Terry Forster

Tech Prep Consortia Representatives

Rose See

Lois Lamer

**FUNDING AND PERFORMANCE MEASURES
PROJECTED TIMELINE
2007**

Activity	Critical Funding Dates
ADE rolls out Basic Grant information to LEA	March
LEA submits all preliminary performance measures data online or text files	April 15
ADE sends districts Basic Grant allocation notice	April 15
ADE sends districts preliminary state funding notification	May 15
LEA submits substantially approvable Basic Grant Goals and Objectives to ADE	May 31
LEA makes final corrections to performance measures data. This will include adjustments for non-graduates (E1, W3, W4, W5). No text files will be accepted	June 15
LEA submits Exemption Requests	July 1
ADE completes review of the Exemption Requests	July 15
ADE provides final State Block Grant allocation to LEA	August 1
ADE approves all Basic Grant applications	August 1
ADE disperses first Basic Grant payment	August 18

NASDCTEc Discussion LISTserv

Not sure we got this 100% correct because OVAE staff was talking quickly, but thought we would share our staff notes from the call today.

Which indicators the definitions will be used:

- Investor definition will apply to all indicators except the technical skill attainment measure.
- Concentrator will be the denominator for all indicators.

Secondary investor

- A secondary student who has earned 2 or more CTE credits in one or more program areas.

Secondary concentrator

- A secondary student who has earned 3 or more credits in a single program area or 2 credits if the state or local eligible recipient recognizes 2 course sequences (at the secondary level).

Postsecondary concentrator

- Postsecondary student who completes:
 - 12 or more CTE or academic credits in a program sequence that is comprised of 12 or more academic and CTE credits and terminates in the award of an industry recognized industry recognized credential, certificate or degree.
 - or
 - (2) short term CTE program sequence of less than 12 credit units that terminates in a industry recognized certificate or credential or degree.

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Executive Director
National Association of State Directors of Career Technical
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Please visit <http://www.careerclusters.org/marketing.cfm> for the latest information on the 2007 Career Clusters Institute in Phoenix, AZ.

The Reserve -

- Section 112 (c) in both Perkins III & IV
- The “Major Difference” ...
 - Perkins III contained a “hold harmless” provision that protected approximately 20 districts from receiving less than 90% what they received in 1999 – eight years ago.
 - *This provision was eliminated from the Perkins IV Act.*
- Perkins IV states –

Section 112 (c) RESERVE. – From amounts made available under subsection (a) (1) to carry out this subsection, an eligible agency may award grants to eligible recipients form career and technical education activities described in section 135 in –

(1) rural areas;

(2) areas with high percentages of career and technical education students; and

(3) areas with high number of career and technical education students.

During the transition year we will request to target a portion of the funds allowed under the law (up to 10% of the formal funds set aside to schools) to:

1. Hold formula funding for ‘small isolated’ CTE districts and CTE districts with 55% or greater student participation in CTE programs who are negatively impacted by Arizona demographic changes at 90% of their 1999 funding levels for the 2007-2008 school year.

Starting with the 2008-2009 school year, the level of support for districts that fall into these groups will be reduced by 5% per year until they reach their actual formula determined funding levels.

The maximum percent of secondary formula funds set aside for this purpose is approximately 3% of the secondary funds available.

2. \$600,000 of Reserve funds will be awarded on a competitive basis to districts from each of the three groups identified in Section 112 (c) of the Act who develop the best innovative program proposals in a variety of areas that could include ‘best practices’, innovative programs, addressing the needs of new and emerging programs, etc.

- **Challenges –**

1. The Feds may not approve this section of our transition year plan.
2. We need to reach an agreement on Arizona’ definitions for each of the three targeted groups in Section 112 (c) – some recipients will not fit into any of the three groups. To “push” the criteria would only lead to credibility problems.

Consortias - New Option Under Perkins IV

Under the provisions of Section 122 (c)(6)(B) – Secondary districts can enter into consortia with other secondary schools and eligible recipients –

- Just not small schools that are below the \$15,000 minimum allocation size.
- For program development and mutually beneficial objects.
- This includes districts/schools of all sizes.

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ARIZONA STATE SENATE
Forty-eighth Legislature, First Regular Session
FACT SHEET FOR S.B. 1068
schools; dual enrollment reforms

Purpose

Modifies requirements for admission and course certification, intergovernmental agreements and faculty advisory committees for dual enrollment courses offered at high school campuses. Reduces state aid funding that community colleges would otherwise receive for dual enrollment courses by 50 percent.

Background

Section 15-1821.01, Arizona Revised Statutes, allows community colleges to offer “dual enrollment” courses to students at a high school campus during the school day that may be counted toward both high school and college graduate requirements. A “dual enrollment” course can be offered if the: a) aggregate enrollment attributable to juniors and seniors is 75 percent for all courses (the remaining 25 percent may be freshmen and sophomores); b) students satisfy course prerequisites and comply with student placement policies; c) the community college district conducts an evaluation and approves the course through the curriculum approval process at the community college district; and d) the course transfers for credit to any community college occupational degree or certificate program or to any of the three public universities in Arizona.

Students under 18 years of age are required to score at least 930 on the Scholastic Aptitude Test (SAT) or at least 22 on the American College Test (ACT) to be admitted to a community college course; however, a student may be admitted on an individual basis without achieving the test scores if the student meets the course requirements and if college officials determine that admission is in the student’s best interest. A student must be attending a full-time instructional program at the high school before the student can enroll in a college course, except for a high school senior who has satisfied high school graduation requirements.

Community college districts enter into intergovernmental agreements with the school districts in which “dual enrollment” courses are offered. The intergovernmental agreements address the rights and responsibilities of each party, including at a minimum, the payment for facilities, personnel and other costs, and manner in which the college tuition is to be paid by or on behalf of each student. The language for these agreements or contracts may vary from district to district.

The chief executive officer of each community college offering “dual enrollment” courses must appoint two advisory committees consisting of full-time faculty members, one to assist in the selection and implementation of “dual enrollment” courses and the other to assist in selection, orientation, professional development and evaluation of faculty. The faculty advisory committee (FAC) assigned to review “dual enrollment” courses must meet on three occasions per year, while the faculty advisory committee for faculty review must meet twice per year.

Each community college district reports annually to the Joint Legislative Budget Committee (JLBC) on the courses offered in conjunction with high schools and biennially provides tracking studies of the subsequent achievement of students. Upon receipt of the tracking studies, the JLBC must convene an ad hoc committee to make recommendations regarding any changes to the “dual enrollment” program.

There is a positive fiscal impact to the state General Fund. S.B. 1068 reduces the amount of state aid funding community college districts would receive for students who complete a “dual enrollment” course by 50 percent.

Provisions

Admission Requirements

1. Adds an unspecified composite score on the Practice Scholastic Aptitude Test as a community college admission criteria for students under the age of 18 years.
2. Deletes the current composite score of 930 of the SAT and inserts a placeholder for an unspecified composite score.
3. Limits the community colleges from admitting a student on an individual basis unless the student is at least 18 years of age.

Intergovernmental Agreements

4. Requires the community college districts to submit a collaboratively developed, uniform format for intergovernmental agreements or contracts entered into by governing boards of the community college districts and school districts for dual enrollment courses to the JLBC by December 31, 2007, and to receive approval by an unspecified entity.
5. Requires community college districts to submit the initial agreements or contracts, effective for school year 2008-2009 and future addendums, to the JLBC for review with the following specified items:
 - a) financial provisions and the format for billing of all services.
 - b) student tuition and financial aid policies.
 - c) accountability provisions.
 - d) responsibilities and services required.
 - e) type and quality of instruction offered.
 - f) titles of courses.

Faculty Advisory Committees (FAC)

6. Directs the chief executive officer of each community college to submit the name of each member of both FACs, the member's employment title, courses taught and years of teaching experience to the JLBC for review and an unspecified entity for approval by September 1 of each year.

Funding

7. Reduces the amount of state aid by 50 percent that the community college would otherwise receive for a student enrolled in a course for which credit is dually awarded by a community college and school district and taught by a high school teacher on a high school campus during school hours.

Course Certification and Approval

8. Defines a dual enrollment course as a college level course, conducted on the campus of a high school or on the campus of a joint technological education district, designed to lead a high school pupil toward the completion of an academic program at a postsecondary education institution or toward a specific career and more rigorous than a comparable high school course.
9. Requires the governing board of the community college district and school district to certify in writing that the college level courses offered at the high school for college credit meets the definition of dual enrollment course.
10. Requires, beginning in January 1, 2008, an unspecified entity to approve, within 120 days of submission, any proposed dual enrollment course offered by a community college district.

Miscellaneous

11. Grandfathers all high school students who have been admitted to an Arizona community college from changes made to admissions requirements.
12. Allows, instead of requires, the JLBC to convene an ad hoc committee upon receipt of tracking studies submitted by each community college district.
13. Makes technical and conforming changes.
14. Becomes effective on the general effective date.

Prepared by Senate Research
January 15, 2007
DN/jas



Arizona Department of Education
Tom Horne, Superintendent of Public Instruction

Educational Services and
Resources Division

January, 2007
Issue 15

CTE FACTS

Career and Technical Education in Arizona

Vision

Ensure a dynamic workforce by fully developing every student's career and academic potential.

Mission

Prepare Arizona students for workforce success and continuous learning.

CTE FACTS is back!

My name is Steve Peterson and I will be your monthly host during the school year as we explore and highlight different facts, statistics and general tidbits of information that showcase the core values, efficacy and delivery of Career and Technical Education.

My goal is for this monthly publication to be of service to YOU...and as such I would like to know what kind of information YOU would like to see in print! Contact me via email with your input.

I would also like to hear about the unique accomplishments, successes and strategies of the local CTE programs, its students and faculty. Please feel free to share with me so that I may share with others.

My email address is Steven.Peterson@azed.gov.

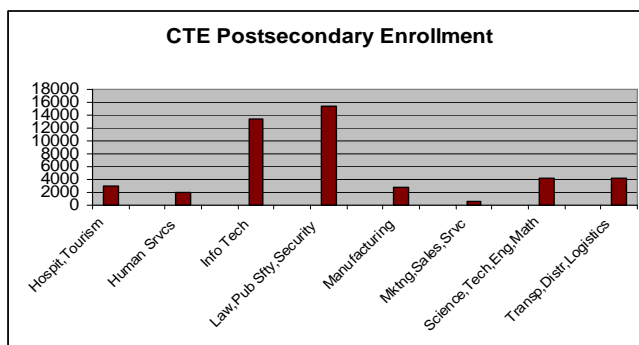
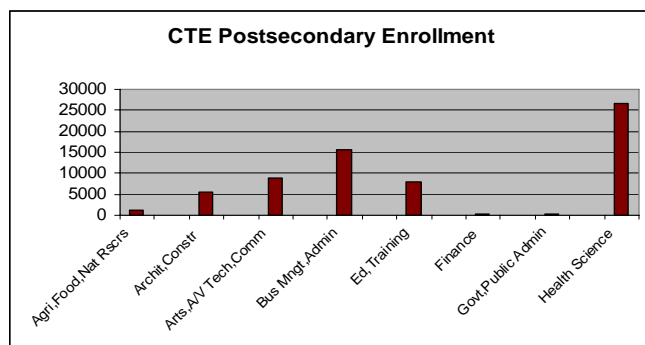
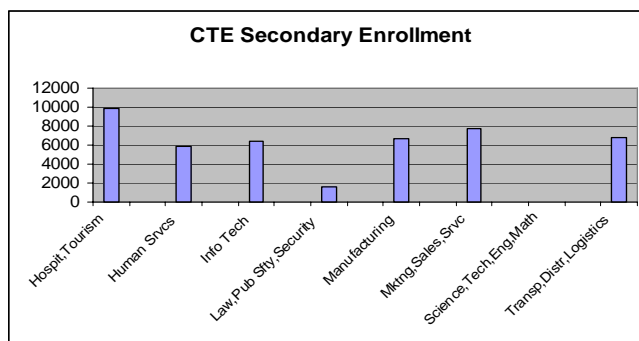
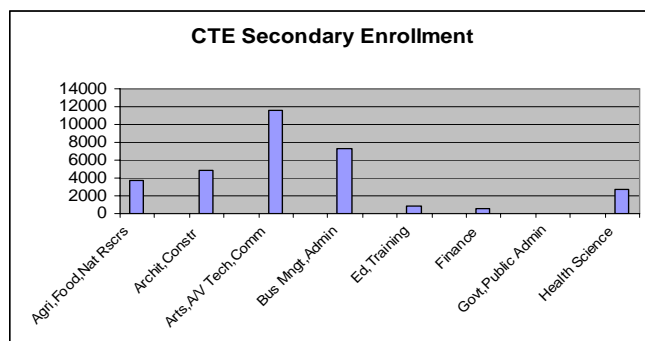
U.S. DEPARTMENT OF LABOR AWARDS \$3.3 MILLION IN JOB TRAINING GRANTS TO CENTRAL ARIZONA AND YAVAPAI COMMUNITY COLLEGES

A Federal Community-Based Job Training Grant was recently awarded to two Arizona Community Colleges. The purpose of this grant is to further the capacity of community colleges in training workers to develop the skills required to success in high growth/high demand industries. Secondary CTE programs articulating to Central Arizona and Yavapai Community Colleges should explore any potential benefits this may have created.

“The President’s Community-Based Training Initiative is going to help workers succeed in careers in health care, advanced manufacturing and other growing industries...Community colleges are vital partners in educating and preparing workers for good jobs in their local area” – Secretary of Labor Elaine L. Chao.¹

2005-2006 ARIZONA SECONDARY AND POSTSECONDARY ENROLLMENT BY CTE CAREER CLUSTER²

A visual comparison of Secondary to Postsecondary trends

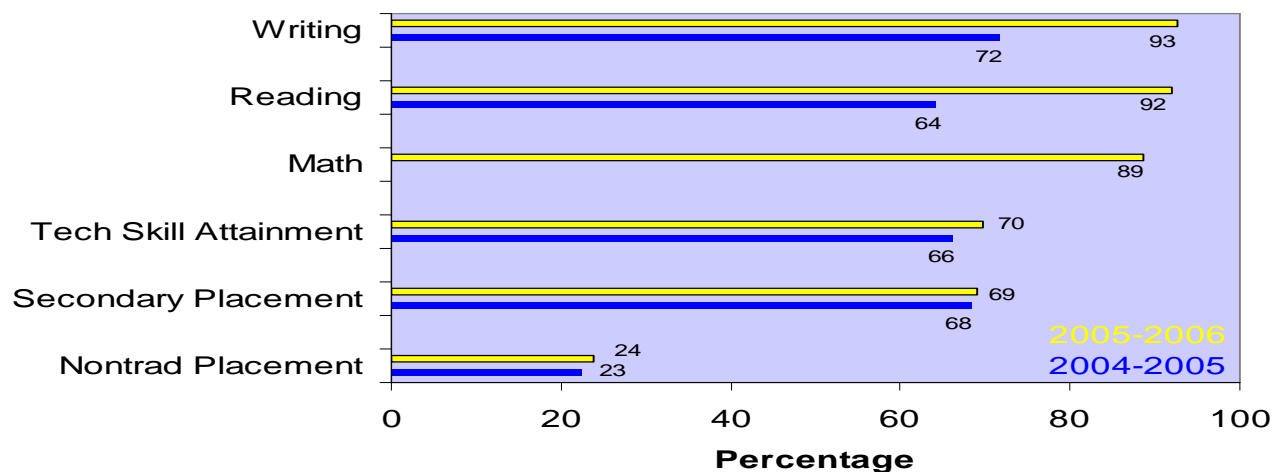


To Quote:

“The direction in which education starts a man will determine his future life.”

- Plato, *The Republic*

Secondary Performance Measures Results 2004-2005, 2005-2006³




¹U.S. Department of Labor, President's Community-Based Job Training Grants, <http://www.doleta.gov/business/Community-BasedJobTrainingGrants.cfm>.

²State of Arizona 2006 Consolidated Annual Report, Arizona Department of Education, Career and Technical Education.

³State of Arizona 2005-2006 Secondary Basic Grant Performance Measures Results, Arizona Department of Education, Career and Technical Education.

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[AZ's FY2006 Consolidated Annual Report]

akaThe
"CAR 101"

What is the "CAR"?

It's a state's profile...

- Disaggregated data for each core indicator
 - academic attainment
 - attainment of diplomas or degrees
 - placement
 - participation and completion of NT programs
 - participation and completion of Sp Pop students for secondary & postsecondary programs.
- federal allocations
- enrollment by gender, and
- brief description of program improvement and data quality efforts for each state.

[Who is involved in the 2006 CAR (via the BG)?]

- 117 secondary LEAs +
- 1 area VTE agency +
- 10 postsecondary districts +
- 11 Tech Prep Consortia =

AZ's 2006 eligible recipients

[Why do the "CAR"?]

It's
required by
law ...

§113. ACCOUNTABILITY

Why do the CAR?

- Basis for OVAE's report to Congress §113(c)(3)(C)*
- Continue \$27M in federal CTE funds
- Macro view of AZ's progress toward negotiated core indicators
- Gives metrics for the state of CTE

*URL is for the PY2003-2004 report to Congress, dated Sept 2005
<http://www.ed.gov/about/reports/annual/ovae/2004perkins.pdf>

[So How'd We Do?]

- Secondary met/exceeded 5 of 7 indicators
- Postsecondary met/exceeded 5 of 6 indicators
- Spent ~\$26.5M
 - \$24.3M in BG funds
 - \$2.2M in Tech-Prep funds

[So How'd We Do?]

- Enrollment by gender*
 - Secondary 76,509 students
 - 41,941 (55%) males enrolled
 - 34,568 (45%) females enrolled
 - Tech-prep (secondary) 49,147 students
 - 28,329 (58%) males enrolled
 - 20,818 (42%) females enrolled
 - Postsecondary 111,981 students
 - 51,501 (46%) males enrolled
 - 60,166 (54%) females enrolled
 - 314 (<.03%) gender unknown enrolled

*UNduplicated

[So How'd We Do?]

- Program Improvement/Data Quality Efforts
 - Establish AZ Skills Standards Commission
 - FY08 standards (competency) tracking transitions to assessments
 - Concentrators must pass end-of-program assessment
 - Create **comprehensive** professional development plan
 - 639 events in 2006
 - 505 events in 2005
 - 426 events in 2004
 - Refine on-line reporting systems

Report Demographics (Enrollment & Completion)

- 1,392 secondary programs
- 20 of 28 secondary programs are NT
- Graphic Comm, Agriscience & Radio/TV are top 3 NT
- Cosmetology, Horticulture, & Electronics are bottom 3 NT
- Sp Pops fully met 3 of 13 indicators
(Secondary Math, PS Degree & Placement Measures)

So How'd We Do?

(1S1 Academic)

Core Sub-Indicator	OVAE Negotiated Level Percent (%)	Arizona Concentrator Performance Percent (%)
Reading--Met	69.55	92.09
Writing--Met	76.17	92.61
Math--Met	33.14	88.71

So How'd We Do?

(2S1 Completion)

Core Sub- Indicator	OVAE Negotiated Level Percent (%)	Arizona Concentrator Performance Percent (%)
Completion-- Did Not Meet	97.98	96.58

So How'd We Do?

(3S1 Placement)

Core Sub- Indicator	OVAE Negotiated Level Percent (%)	Arizona Concentrator Performance Percent (%)
Placement-- Met	68.71	68.95

So How'd We Do?

(4S1 NT Participation & 4S2 NT Completion)

Core Sub-Indicator	OVAE Negotiated Level Percent (%)	Arizona Concentrator Performance Percent (%)
NT Participation-- Met	20.81	23.80
NT Completion-- Did Not Meet	23.81	23.16

So How'd We Do?

(1P1 Academic)

Core Sub- Indicator	OVAE Negotiated Level Percent (%)	Arizona Concentrator Performance Percent (%)
Attainment-- Did Not Meet	90.29	82.33

So How'd We Do?

(2P1 PS Degree/Credential)

Core Sub- Indicator	OVAE Negotiated Level Percent (%)	Arizona Concentrator Performance Percent (%)
Credential--Met	34.03	51.64

So How'd We Do?

(3P1 Placement)

Core Sub- Indicator	OVAE Negotiated Level Percent (%)	Arizona Concentrator Performance Percent (%)
Placement--Met	39.95	60.21

So How'd We Do?

(3P2 Retention)

Core Sub- Indicator	OVAE Negotiated Level Percent (%)	Arizona Concentrator Performance Percent (%)
Retention--Met	77.50	80.46

So How'd We Do?

(4P1 NT Participation & 4P2 NT Completion)

Core Sub-Indicator	OVAE Negotiated Level Percent (%)	Arizona Concentrator Performance Percent (%)
NT Participation-- Met	21.56	24.17
NT Completion-- Met	19.43	23.37

[Shortfalls]

- NT participation & completion
- Special Populations success
- Data accuracy & capture
 - Identification
 - Reporting
- Comprehensive plan

Fixes

- *Assess CAR findings*
- Create Professional Development architecture based on findings
- Reward & replicate positive outcomes

Credits

- Mike French--WIA
- Donna Kerwin & Steve Saline--secondary data
- Rose Hurwitz--state corrections
- Del Dawley (PCC)--post secondary on-line data collection

Credits

Professional Development,
Ghost Writing & Feedback
(keeping me focused)

Paulett Ellis

Credits

AZ's true success
behind-the-scenes...

Continuity *plus* Postsecondary
text, data & charts

Amy Scott

[Where is AZ's 2006 CAR?]

Posted by February 1, 2007
on the CTE website under
Information & Resources,
Handbooks & Curriculum
Guides... Consolidated Annual
Reports (CAR):

<http://www.ade.az.gov/cte/info/>

Career and Technical Education Staff Directory

Arizona Department of Education

Name	Title	Fax# 542.1849	Phone	Rm	Support Staff	Phone	Rm
Ericksen, Milton D.	Deputy Associate Superintendent		542.5212	506C	Miles, Kelly	542.5282	5001C
Border, Barbara	Interim Deputy Associate Superintendent		542.5358	503C			
Deemer, Doug	Program and Project Specialist		542.5281	5014C			
Wiley, Evelyn	Program and Project Specialist		542.2385	5013C			
Career Pathways		Fax# 542.1849	Phone	Rm	Support Staff	Phone	Rm
Brite, Jan	Education Program Director		542.4365	507C	Bjelke, Dee	542.3290	5024C
Bilan, Janice	State Supervisor, Health & Community		542.3374	5042C	Chappell, Litisha	542.5770	5020C
Ellis, Paulett	Professional Development Specialist		542.5660	5010C	Keams, Sandy	542.5197	5023C
Epperson, Joe	State Supervisor, Industrial Technology		542.5423	5026C	Lemke, Jodi	542.3906	5021C
Gandy, Janet	State Supervisor, Business		542.5046	5027C	Todd, Alvin	542.5853	5025C
Kerr, Ruth	State Supervisor, Family and Consumer		542.5540	5041C			
Padilla, Shea	State Supervisor, Marketing, Media & IT		542.5049	5017C			
Vacant	State Supervisor, Agriculture/Tech Prep		364.3843	5050C			
Wiley, Evelyn	Program and Project Specialist		542.2385	5013C			
Federal Vocational Programs		Fax# 364.4035	Phone	Rm	Support Staff	Phone	Rm
Darby, Karlene	Education Program Director		542.3450	509C	McCaffrey, Kendra	542.2377	5032C
Budinger, Kerry	Educ Prog Specialist Basic Grant		542.3437	5029C			
Corcoran, Gerry	Educ Prog Spec Basic Grant		542.5315	5035C			
Ellis, Roger	Educ Prog Specialist Basic Grant		542.2298	5030C			
Hurwitz, Rose	Educ Prog Specialist Basic Grant		542.5075	5034C			
Martinez, Sheila	Program and Project Specialist		542.5137	5033C			
Roberts, Jeanne	Educ Prog Specialist Basic Grant & OCR		364.2211	5013C			
Vacant	Educ Prog Specialist Basic Grant		364.0424	5028C			
Grants and Mgnt Info Services		Fax# 542.5832	Phone	Rm	Support Staff	Phone	Rm
Davis, Ted	Education Program Director		542.5349	512C	Durham, Joyce	542.5825	5040C
Butts, Kathy	Administrative Assistant/Grant Services		542.5076	5038C	Therrien, Randy(temp)	364.0025	5048C
Chavez, Tammie	Contract Management Specialist		542.3839	5039C			
Hofer, Della	Enrollment Specialist		542.5711	420C			
Kerwin, Donna	Education Program Specialist Mgmt Info		542.7881	5046C			
Schmidt, Nancy	Education Program Specialist Grant Svcs		542.3823	513C			
Saline, Steve	Education Program Specialist Mgmt Info		542.5566	5045C			
Wilson, Jet	Enrollment Specialist		542.5486	5047C			
Development & Innovations		Fax# 542.1849	Phone	Rm	Support Staff	Phone	Rm
Bootsma, Helen	Education Program Director		542.5963	505C	Hawk, Shawn	542.5360	5003C
Bowersock, Kathy	Webmaster and Database Specialist		542.5805	5012C	Blofsky, Kenneth	364.2475	5007C
Legge, Penny	Secondary Accountability Specialist		364.2470	5006C	Zalazinski, Barbara	542.5352	5011C
Peterson, Steve	CTE Research Specialist		542.5357	5005C			
Scott, Amy	Postsecondary Accountability Specialist		364.2476	5002C			
Hovel, Mickie	Postsecondary Liaison Specialist		542.7856	5004C			
Vacant	State Guidance Supervisor & AzCRN Director		542.5353	5008C			
CTE Student Org / Tech Prep		Fax# 542.1849	Phone	Rm	Support Staff	Phone	Rm
Fiscus, Dennis	Education Program Director		542.5356	515C	Martinez, Jennifer	542.5044	5043C
Cone, Sheri	CTSO Specialist, FCCLA		542.3040	5019C			
Grandil, Tyler	CTSO Specialist, FFA		542.5564	5049C			
Hamilton, Ryan	CTSO Specialist, FBLA		542.5350	5036C			
Shvets, Oleg	CTSO Specialist, DECA		542.5354	5016C			
Soldat, Scott	CTSO Specialist, SkillsUSA		542.5565	508C			
Workforce Development		Fax# 542.5132	Phone	Rm	Support Staff	Phone	Rm
Kooistra, Jim	Education Program Director		542.5142	211C	Lamb, Gwen	542.5936	212C
French, Mike	Education Program Specialist		542.3045	2030C	Taimanao, Lourdes	542.5461	212C
Mathis, Cassandra	Education Program Specialist		542.5186	2031C			
McKinney, Pat	Contract Managment Specialist		542.5143	2033C			
Silao, Janet	Program and Project Specialist		542.5485	2032C			

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